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IDENTIFIERS	*City Colleges of Chicago IL Richard J Daley Coll

ABSTRACT

Focussing on the 1991-92 academic year, this annual report for Daley College (DC) in Chicago, Illinois, provides descriptions and detailed data on exemplary programs and initiatives, DC efforts to improve educational programs, the comprehensive support services provided to students, efforts in the area of community relations, use of fiscal resources, and human resource use and development. In addition, student outcomes are presented for the college credit division, adult learning skills division, and the adult/continuing education division, including numbers of course completers, and numbers of degrees and certificates awarded. Also, efforts undertaken to evaluate administrative operations, staffing and personnel, programs, and services are described, including a discussion of institutional strengths and weaknesses. Finally, goals and objectives for the 1992-93 academic year. Among the accomplishments and outcomes for the 1991-92 academic year were the following: (1) in spring 1992, a new Associate in Applied Science degree was offered in Multiple Spindle Machining; (2) in compliance with state regulations, 20% of educational programs were evaluated; (3) in 1991-92, 33,702 hours of free tutoring were provided to 4,702 students; (4) DC offered 1,716 credit classes; (5) financial aid was disbursed to more than 2,400 students; (6) 100% of Nursing graduates passed the state licensure exam; (7) articulation visits were made to 41 feeder high schools; (8) the Business Service Center generated more than $46,000 in revenues; and (9) affirmative action efforts have led to an upper-level administration at the college which is 53% minority and 50% female. Data tables, with information budget allocations, service area demographics, and program enrollments, are appended. (PAA)

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ANNUAL REPORT

RICHARD J. DALEY COLLEGE

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1991-1992

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Daley College Annual Report 1991-92

ACKNOWLEDGEMENTS

I am proud to have the opportunity to thank the faculty, staff, and administrators of Daley College for their assistance and achievements during the year. Due to their creativity and dedication, Daley College has become a cornerstone of the community.

Thank you for your support and help over the years.

Stephen E. Fescke, Vice President for Faculty and Instruction
Mary D. Sherman, Dean of Instruction
Shirley A. Knazze, Dean of Career Programs
Patrick E. Brown, Dean of Student Services
Walter A. Calgaro, Registrar
Mary G. Moreno, Director of Planning, West Side Technical Institute
Maria I. Reyes, Dean, Adult/Continuing Education
Jeffrey L. Janulis, Assistant Dean, Adult Learning Skills Program
Melvin L. Anderson, Director of Student Activities
Charlene L. Appling, Coordinator of Placement Services
Susan Biszewski-Eber, Director, Transfer Center
Christine M. Bzdon, Director, Child Development Center
Martin J. Faber, Director, Business and Operational Services
Richard C. Ford, Director of Security
Judith Higgins-Gilbert, Director of Economic Development
Peyton S. Hutchison, Director, Aviation Maintenance Technology
Jeanette Kreuz, Assistant Director, Business and Operational Services

William P. Conway
President
September 14, 1992

Daley College Annual Report 1991-92

INTRODUCTION

It is our philosophy at Daley College to encounter and engage each student on his or her own terms --whoever and wherever they are -- and offer the support and encouragement students need to get where they want to go, and become whoever and whatever they wish to become. Our role is not to "take charge" of the student's development, but rather to help students achieve more self-direction, cultivating in each student a more dynamic, more active approach to learning, life choices, and personal growth.

A fundamental goal of the People of the State, as put forth in the Illinois Constitution, "is the development of all persons to the limits of their capacities." Daley College takes this mandate seriously, and believes that such development can and should occur anywhere on the college campus, embracing not only the intellect, but also the physical, emotional, social, and ethical development of the college student. The challenge of new experiences, and exposure to new ideas, different philosophies, people from many different backgrounds, and contrasting moral and ethical perspectives contributes a great deal to the development of the whole student.

At the core of our operations -- guiding the planning of programs and services, and serving as criteria for "in-house" evaluations of Daley College's effectiveness--is a common set of beliefs or assumptions.

1. That our students are human beings engaged in a continuous, life-long process of physical, intellectual, emotional, social, and ethical development.

2. That each student is an individual with unique characteristics and needs, and unique responses to different methods and styles of teaching and counseling.

3. That students have different rates of development, and enter the learning process at different stages in their development.

4. That students have a major responsibility for their own development and need to be actively involved in the learning process.

5. That in order to develop fully, students need realistic goals, a plan for achieving desired results, and a variety of support systems at their disposal.

The faculty and staff of Daley College welcomes the challenge to create an educational environment which can help to realize these goals and to contribute to the cultural and economic development of our community. Because it is the college's philosophy to meet each student on his or her own terms, we must be prepared to offer a diversity of learning strategies. For this reason the college has developed mechanisms designed to provide a continuing transition from adult basic education, through pre-collegiate courses, and then into certificate and degree programs. This continuum is bolstered by a wide variety of support services which

seek to achieve the following objectives:

- increase and accelerate transfer rates
- provide adequate advising and counseling services
- increase number of vocational programs
- establish creative links with business and industry
- strengthen the college's commitment to the value of liberal arts education
- document student achievement
- maintain a physical plant which is conducive to learning and fosters a sense of community.

The college accepts its need to be accountable for the expenditure of public funds. To this end we have developed effective strategies for documenting student achievement and producing meaningful longitudinal studies that will allow us to be adaptive and innovative in programming.

The college is also mindful of the need to prepare students for a workplace that places an increasing emphasis on familiarity with state of the art technology. Much of the additional funding, therefore, is targeted for new technology and concomitant training programs. While students will still be required to write essays, those essays will be written not on typewriters but on personal computers. We must therefore continue to equip our students with the knowledge and expertise that will be needed to compete with a workforce that will still be young when they reach the 21st century.

COLLEGE ACCOMPLISHMENTS 1991-92

Exemplary Programs and Initiatives

In this category Daley College has both longstanding examples of quality and recent innovations to report:

* The Nursing Program has been one of the most successful and productive to have been offered by the college. Since it was approved for the campus in 1975, the program has consistently produced graduates who have gone on to take the State Boards with pass rates consistently over 85% and at least five years with pass rates of 100%. A dedicated and committed faculty have also been able to maintain a close-knit relationship with former students through a viable and active alumni group.

* Another continuing program of great success has been the Honors Program. Begun in the Fall of 1988, this program has been highly successful in recruiting students both from the high schools and from the older students wishing to return to school. National conferences and conventions have singled out the Daley College Honors Program for commendation. Students finishing the program have received scholarships to Governors State University, University of Illinois, Eastern Illinois University, Southern Illinois University, and Mundelein College, and have been accepted into special programs at Illinois Institute of Technology and the University of Chicago. This program is especially indebted to the devotedness of the faculty involved in recruiting for and teaching in the program.

* More recent initiatives which have already proven of significance are the Aviation Maintenance Technology Program initiated in the Fall of 1990 and graduating its first class of 43 successful graduates in Spring 1992. A highly concentrated curriculum offered jointly by City Colleges of Chicago through Daley College and the Airline Maintenance Academy of American Airlines under AMRIS, the program prepares students for positions in the airline industry as Airframe and Powerplant Mechanics and successful completion of the program includes testing for the F.A.A. licensing tests. This program has been approved on a statewide basis and has included students from other districts in Illinois as well as out-of-state students.

* Spring semester of 1992 saw the initiation of a program in conjunction with the Manufacturing Industries in Chicago through the City Colleges Productive Chicago Program, leading to an Associate in Applied Science degree in Manufacturing Technology: Multiple Spindle Machining. The Illinois Community College Board has extended the approval to both the Advanced and Basic Certificate Programs. Currently, Daley College is working toward expanding the Manufacturing Technology Program to include certificates in Gears: Machining which will be offered in conjunction with the Illinois Institute of Technology. Also being planned with IIT is a program leading toward a bachelor's degree in Manufacturing Technology.

* A renewed initiative for the implementation of the West Side Technical Institute has been strengthened by the appointment of a Director of Planning at the June 1992 Board meeting. Several intensive advisory committee meetings have been held in the past few months to finalize plans for the new facility. New input from these advisory meetings has refocused the planning regarding programs to be offered and the design of the facility.

* Eight hundred and fifty new students registered in the counseling 101 orientation classes during the Fall 1991 term, an increase of 12% over the Fall 1990 term: and two hundred and sixty-five new students registered in the Counseling 101 orientation classes in the Spring 1992 term, an increase of 45% over the Spring 1991 term. The total of returning and prospective students serviced by the Counselors and staff during the 1991 interim and summer periods was 6,072, an increase of 17% over the same period of 1990.

<u>To improve educational programs</u>:

- The Counseling Department participated in the following conferences: "Keys to Articulation and Transfer Success", Illinois Association of College Admissions Counselors on "Meeting Today's Challenges", DePaul University Spring 1992 Conference conducted by their College of Commerce, Health Careers Conference by the University of Illinois School of Health Professions, Community College Articulation Conference, conducted by the University of Illinois-Chicago, St. Xavier University Conference on Community College Articulation.

33,702 hours of free tutoring

- 20% of educational programs were evaluated in compliance with ICCB regulations. These programs included:

Child Development (278 and 282)
Criminal Justice (294, 319, 326)
Data Processing (011, 012, 013)
Engineering (221)

The following Support Services were also evaluated:
Learning Resource Center
Special Populations Grant.

- 33,702 hours of free tutoring were provided to 4,702 students.
- Updated 1,011 syllabi for college credit courses.
- provided orientation to all lecturers and new faculty.
- Dean of Instruction is currently the President of the Chicago Area Transfer Association. The membership is composed of administrators from Chicagoland Community Colleges. The organization meets three times a year to address community college issues.
- Dean of Instruction has continued to participate in conferences and meetings that will contribute to the enhancement of the college's educational programs.
- Dean of Career Programs and Dean of Instruction continue to encourage faculty in General Education to develop and teach curricula in the Vocational Programs.
- the college offered 1,716 credit classes.
- The Child Development Center provided instructional services, training, and supervision for ten Practicum students, five volunteers, 60 nursing students, 60 students enrolled in Child Development courses, three University students and visitors from the Chicago Board of Education's Research Development Team.
- The AMT Program (Aviation Maintenance Technology) offers a full evening program of classes.
- As a result of vigorous control of scheduling and judicious advising, the college generated a class size that was 101.3% of theoretical max.
- Dean of Adult/Continuing Education updated 35 course syllabi.
- Dean of Adult/Continuing Education facilitated design of 6 new state-reimbursed courses, 30 special interest classes, and 20 seminars/workshops.
- Continued to maintain Real Estate Program in good academic standing with state regulatory agency.
- Reviewed and implemented revised registration procedures for Certified Nurses Aid Program in response to great demand for limited spaces.

updated more than 1,000 syllabi

1,716 college credit classes offered

PLATO lessons for 7590 students

20 scholarships for G.E.D. graduates

To provide comprehensive support service to students.

- provided more than 2,000 Book Vouchers for students prior to the first day of classes.
- offered more than 60,000 Nova Network (PLATO) sessions to 7590 students.
- awarded 20 Academic Achievement Scholarships to students in the Honors Program.
- established 20 scholarships for GED graduates enrolling in the credit programs.
- revised the Student Handbook to apprise students of College and Board policies.
- required all readmitted students to register with a Faculty Advising Program.

all readmitted students assigned a Faculty Advisor

- admissions counselors from four-year colleges and transfer institutions made 66 visits to campus.
- The Special Needs Office provided the English and Math Departments with $12,000.00 for tutoring; rendered a total of 1,547 services free of charge to Daley College students.
- purchased $7,000.00 of adaptive equipment for students with special needs.
- distributed a monthly Calendar of Events highlighting important deadlines.
- revised readmission procedures to provide all excluded students with appropriate support services
- developed a Student Resource Guide.

new Student Resource/ Financial Aid Guide

- developed Scholarship/Financial Aid brochure, "You Can Afford a College Education".
- installed a computer networking system to expedite the disbursement of and facilitate record-keeping for Financial Aid.
- developed a computerized placement test scoring system to reduce the margin of error and facilitate the generation of placement results.
- disbursed financial aid to more than 2,400 students.

financial aid for 2,400 students

- awarded 43 A.A.S. degrees to the first graduates of the Aviation Technology Program.
- invited more than 1,500 potential new students to Summer Orientation sessions.
- In-office Adult/Continuing Education registration days were increased by 30.
- Adult/Continuing Education staff participated in in-service trainings on "student as customer" and "student-centered service" to recognize and strengthen staff's capacity to improve service to students.

- awarded eleven Student Government Association scholarships, totalling $1900.00.
- Student Activities implemented and supervised four $200 scholarships for Student Government Association Executive Board Officers.
- Student Activities coordinated monthly educational publicity campaigns highlighting drug and substance abuse, Aids, health and nutrition, date rape, and cancer.
- Student Activities developed "Daley Fest", with a one day outdoor, admission-free festival with live entertainment and various booths of refreshments and food, supported by student clubs and organizations and ARA Food Services.
- had a 100% pass rate for Nursing graduates taking the State Licensing Exam.
- awarded more than $100,000 in transfer and in-house scholarships.
- instituted a Student Judicial Board to resolve student conflicts and to review violations of college/Board rules and the Student Conduct Code.
- named Student Government representatives to all college policy-making committees.
- planned a "month of Cultural Diversity" programs with weekly events to celebrate the ethnic and cultural richness of Daley College and its community.
- awarded 1048 certificates of achievement to students on the Dean's List, Honors List, and President's Scholars List. This is an 80% increase in the number awarded in the previous year.
- the Adult Learning Skills Program achieved a retention rate of 70%.
- awarded 323 degrees and 319 certificates.
- the office of Placement Services processed applications for 350 positions.
- improved grievance procedures to minimalize grade challenges.
- the Transfer Center provided 1124 students with articulation/transfer assistance through the following:

  13 bus and train tours to 4-year institutions.

  9 workshops

  47 recruiter appointment days.

- the Office of Placement Services held counseling sessions for 734 students.
- all new ALSP students are given a placement test and provided with individualized counseling.

100% pass rate for Nursing graduates

$100,000 in scholarships

323 degrees awarded

Community Relations: To provide leadership for the community through marketing outreach, partnership, and articulation.

- Adult-Continuing Education Division created its own computer-generated mailing list of 3,045 students currently enrolled or requesting a copy of the schedule.

Summer Youth Sports Program among best in the country.

- The President and Dean of Adult/Continuing Education Division responded immediately to the crisis created by the displacement of thousands of Midway Airlines employees following the closing of the airline. The Dean developed the Midway Employees Assistance Program and contracted with a Human Resources expert to deliver Career Continuance and Outplacement Seminars. A total of 75 displaced Midway employees were served during Phase I of this program.

- The President, Vice President, Dean of Adult/Continuing Education and staff participated in a fundraising effort with Alderman James Laski and several local businesses to raise funds for Phase I and II of the Midway Employee Assistance Program.

278 children served in Young Learners Program

- Over 300 community residents were served through a series of free seminars and workshops offered through the Community Calendar Program of the Division of Adult/Continuing Education. Workshops and seminar topics ranged from financial planning, health, career, consumer, personal and home related activities.

- The Young Learners Program served 278 children through a series of academic, recreational and sports activities. Children participated in developmental Reading and Math courses, Typing, Languages, Art, and Sports classes.

- Adult/Continuing Education Division researched and created a 3000+ list of area manufacturers from 15 zip code areas in the southwest side community. The list was researched in conjunction with development of a new Certificate in Management Program.

- A total of 80,000 Adult/Continuing Education schedules were distributed to every home in the 60652 and 60629 zip code areas and within a 3 mile radius of the college. Schedules were also distributed to persons living outside of this mailing area who requested a copy of the Schedule of Classes.

Skills and literacy programs for community businesses

- President serves on Board of Directors of Greater Southwest Development Corporation.

- Small Business Development Center maintains a close working relationship with the Southwest side business community.

- hosted Traffic Institute classes for 28,095 residents.

- conducted a Blood Drive for employees and students which provided 64 pints of blood for community use.

- conducted a Summer Youth Sports Program for 350 minority children. The Daley College Program was evaluated by the National Collegiate Athletic Association as one of the 25 best in the country.

outreach to senior citizens

- developed a "Parents' Guide to College Success" brochure.
- the Daley Players' Senior Entertainment/Outreach Program has provided free or low-cost theatre to 25 nursing homes, retirement homes, and other senior citizen facilities.
- in the first production of the third year of operation, 12 of the 14 cast members of the Daley Players were part of the Daley College family.
- the Community Service Awards were given to three members of the college community for contributions of a non-curricular nature.
- received five $100 scholarships from Cole-Taylor Bank.
- Rainbow House/ARCO IRIS provided counseling services to women; responded to more than 2,000 crisis line phone calls; held 250 community education and abuse prevention workshops.
- the Small Business Center counseled over 600 potential business owners.
- ALSP offered off-campus skills and literacy programs to employees of four neighborhood businesses.

visits to 41 feeder high schools and 22 community fairs

- Student Activities conducted Annual Food Drive which collected over 500 pounds of groceries donated to the Greater Chicago Food Depository. .
- the Transfer Center established partnerships with Southern Illinois University, the University of Illinois at Chicago, Western Illinois University, and Roosevelt University.
- the Transfer Center Advisory Board meets twice yearly and comprises the following:

  5 Baccalaureate representatives
  5 high school counselors
  2 Daley College counselors
  3 Daley College faculty members
  Daley College Dean of Instruction
  2 Daley College students.

- hosted Career Fair for 43 businesses and health service organizations.
- increased enrollment for ten consecutive semesters.

13 Business Education workshops

- had college representation at 22 community fairs and conferences.
- made articulation visits to 41 feeder high schools.
- the Cultural Arts Committee sponsored an art exhibit, "The Students of Arthur Lerner", in the Olive Tree Gallery.

attendance at college events

- the Business Service Center offered 13 Business Education workshops.

- the Business Service Center has secured a new marketing contact, Mr. Jeff Kanoga of the City of Chicago Department of Planning.

- 51,539 students and community residents attended a total of 1,006 community education and service activities.

- Vice President is an active member of the Chemical Industries Community Advisory Panel in conjunction with Crosfield Catalysts and Occidental Chemical. This committee seeks to bring the concerns of the community to the industry and to act as a means of informing and reassuring the community.

- Business Service Center maintains a close working relationship with the Southwest side business community.

50% reduction in printing costs

Fiscal Resources: To develop and monitor budget to reflect programmatic goals:

- Adult/Continuing Education Division in-office training on Word Perfect is provided by staff to staff. Word Perfect training has resulted in a 30% improvement of camera-ready draft of the Schedule of Classes. Improvement of camera-ready draft has improved typesetter/printer turnaround time by 70%. Improved draft will lower production costs in future printing contracts.

- made extensive use of the Photo Offset Printing Program at Kennedy-King College to reduce printing costs by 50%.

- responsible fiscal management of total college budget of $29, 126, 603.

- Transfer Center Grant was renewed for $88,000.00.

- the Child Development Center received the following monies:

  $79,846 (Title XX)
  $20,000 (Food Program)
  $48,787 (fees)
  $12,013 (Public Aid)
  $40,000 (Board of Education)

Business Service Center revenues of more than $46,000

- Daley College Business Service Center generated revenues of $46,539.79.

- the Business Service Center facility was 63% occupied and created or retained 40 jobs.

Human Resources: Utilize talents and strengths of all personnel to achieve college mission and purposes.

- Jack A. Buoscio, Chairperson of the Counseling Department, was inducted as an honorary member into the Phi Theta Kappa Honor Society by the student members in appreciation of his service to the students.

College staff recognized at Honors Program

- all administrators and staff are evaluated on a yearly basis.
- administrators, faculty, and members of the clerical staff work with mutual respect and diligence to meet student expectations.
- the annual Honors Program recognizes the contributions of staff members.
- the Schedule of Classes highlights the accomplishments of former students, faculty, and staff.
- the Financial Aid Staff hold weekly staff-development meetings.
- the staff members of the Transfer Center are trained to give informative tours and are knowledgeable of all resources.
- the Director of Student Activities conducts Leadership Workshops for Student Government members.

exemplary affirmative action

- the "Z Gallery" in New York City sponsored an exhibit of art works by Professor Arthur Lerner.
- affirmative action for upper-level administrators is exemplary: 53% are minorities (38% Black, 25% Hispanic); and 50% are women.
- the Dean of Student Services has been selected to present a paper on "Serving the At-Risk Student" at the Fall, 1992 Interassociation Conference in Chicago, sponsored by the National Council On Student Development.
- monthly meetings of Administrators and Department Chairpersons allow for mutual exchange of ideas and information.
- weekly staff meetings develop a spirit of camaraderie and a sense of shared governance.
- Mr. Jerry Sommer volunteered 333 hours to the Business Service Center.

Student Outcomes: Students completing specified goals.

College Credit Division

Course completers	7,831
Certificates	319
Achievement Awards	1,048
Associate Degrees	323
Total	9,521

29,833 student success stories!

Adult Learning Skills Division

ABE	1,397
GED	187
ESL	4,269
Total	5,863

Adult/Continuing Education Division

Miscellaneous Courses	2,159
Special Interest Courses	4,132
Real Estate Completers	91
CPR Training and First Aid	68
Certificate Programs	71
Certified Nursing Assistant	56
Total	6,577
Grand Total	**29,833**

EVALUATION OF COLLEGE FUNCTIONS

Administrative Operations

- Administrators meet on a weekly basis to review college functions and to share information.
- All administrators submit a Performance Plan for the next academic year.

Staffing and Personnel

- Held weekly in-service training for all financial aid staff.
- all clerical personnel are evaluated annually.

Programs

- all programs and services reviewed on a 5-year cycle.
- developed an Advisory Board for the Multiple Spindle Technology Program.
- in 1990 the college was awarded a 10-year accreditation by NCA with an unprecedented 5-year focus visit instead of the usual 2-year focus visit. In the next three years the faculty and staff will work closely together to prepare the college's responses for the focus visit.
- Jack A. Buoscio, Counseling Department Chairperson, as a member of the Chicago City Colleges Steering Committee, helped to develop and finalize the Evaluation Format for evaluating tenured members of the Counseling departments.

Services

- need to strengthen faculty advising by hiring full-time coordinator.
- significant increase in number of students receiving financial aid places severe strain on small staff.
- with large number of excluded students being readmitted, Student Facilitator Program should be expanded.

INSTITUTIONAL EVALUATION 1991-92

College Strengths and Weaknesses

As must all institutions of higher learning, Daley College faces the challenge of preparing students for the world of the 21st century, a world in which technology is often outdated even as it is being marketed. Meeting the challenge will require the purchase of new instructional and record-keeping equipment, the willingness of faculty and staff to learn new techniques, and the commitment of the administration to implement change. These changes cannot be slow and it will not be cheap. Nevertheless, the college is prepared to make these changes and to seek the necessary financial support.

Strengths

- strong tradition of shared information among all college constituencies.
- increased enrollment for last 12 semesters.
- community perception of the college as an important academic and cultural resource.
- active participation by faculty and staff in professional organizations.
- the Business Service Center became financially self-sufficient in its first year of operation.

Weaknesses

- lack of full-time coordinator for Faculty Advising Program.
- lack of administrative assistance to manage an increasingly complex student services delivery system.
- inadequate number of computers.
- weakening of services created by lengthy and cumbersome hiring practices.
- need for Child Development Center to comply with City of Chicago fire codes.
- need to refurbish outdoor playground for Child Development Center.
- lack of budgetary means to provide adequate staff for Student Activities Office.
- need to reduce present Counselor-Student ratio of 1-1,000.
- in fiscal year 1993 the Business Service Center will operate with only one full-time professional.

Faculty, administrators and staff have established an Operating Plan 1991-93 which describes a series of goals consistent with those set by the District. The specific initiatives to be addressed in the next academic year are the following:

District Goal 1: Ensure that students earning certificates and degrees from the City Colleges of Chicago meet standards necessary for employment in their chosen occupation or for transfer to a senior educational institution.

Objective 1: To set up a system of data gathering and analysis for tracking student placement, transitions, and transfer.

Objective 2: Implement the use of the various forms of the McGraw-Hill TABE Examination as a standard measure of progress testing and assessment.

Objective 3: Create a progress testing system for English as a Second Language levels 1 through 4 as a standard measure of evaluation and assessment at site locations offering four or more levels of instruction.

Objective 4: Increase the overall number of Daley College ALSP/GED graduates who report their test results by 10%.

District Goal 2: Increase the number and proportion of students enrolled in preparatory, vocational, and transfer programs who complete a course of study and achieve their educational or employment goals.

Objective 1: Enhance student progress by providing peer counseling and establishing workshops to enhance personal study skills and to improve the grade point average for at least 15% of readmitted students.

Objective 2: Develop and distribute Student Resource Guide to all new orientation students.

Objective 3: In targeted vocational programs, to improve the grade point average at least one point for 15% of the population.

Objective 4: For targeted students in non-vocational programs to improve the grade point average at least one point for 15% of the population.

Objective 5: Offer an Orientation Program and provide strategies for enhancing opportunities for academic success for at least 800 new students.

Objective 6: Publish revised edition of "Student Handbook" to apprise students of College and Board Policies.

Objective 7: Introduce high school students to the benefits of college and increase enrollment by at least 4%.

Objective 8: Assist students with a self-directed career guidance program and assist with resume writing.

Objective 9: Implement an intervention system to monitor student progress and make referral to appropriate support services when warranted.

Objective 10: Hire a Curriculum Consultant to Adult Learning Skills Program to improve placement at correct level by at least 10%.

Objective 11: Appoint an Adult Learning Skills Program Special Needs Bi-Lingual Counselor to reduce attrition by at least 5%.

Objective 12: Set up a separate computer lab for the Business Department to improve and facilitate state-of-the-art training for the changing job market.

Objective 13: Purchase and install four IBM personal computers and laser printers for teaching Composition to provide enough equipment for students to receive hands-on training without reducing class size.

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District Goal 3: Assist business, industry and public agencies in increasing productivity, quality and competitiveness.

Objective 1: Have College representation on Board of Directors, Greater Southwest Development Corporation.

Objective 2: Establish a Manufacturing Technology Program to meet community needs and expectations and to articulate this program with a bachelor's level degree program. Enroll approximately 70 students the first year.

Objective 3: Establish and maintain relations with internal and external audiences in order to provide direction for Adult/Continuing Education and Community Services and a medium for communication with the various constituencies of the college to ascertain business, industry and agency needs and develop programs to meet those needs.

Objective 4: Develop a certificate program in Management to enroll 75 students.

Objective 5: Develop new certificate programs in Business Clerical and Travel Training to enroll 75 students.

District Goal 4: Document student/client achievement and improve efficiency and cost effectiveness in obtaining results.

Objective 1: Arrange for a computer programmer to design data bases for Adult Learning Skills Program information management.

Objective 2: Create a mentoring program in the Adult/Continuing Education division to assist practitioners and new teachers with teaching techniques, development of course syllabi, textbook selection, assessment and outcomes measurement and application of adult learning theories.

Daley College has been extremely fortunate to have had the advice and counsel of an outstanding "College Advisory Committee." While membership has changed with the passage of time, our present committee is most representative of the knowledge and dedication possessed by each member. I thank them for their advice, help and above all, their friendship.

Daley College Advisory Committee

Mr. Michael Gordon, Gen. Mgr.
Ford City Merchants

Honorable Michael J. Madigan*
Speaker of the House

Mr. Mark Magisano
Monarch Air Service

Dr. Jodi Martinez-Martin
Chicago Public Schools

Mr. Mario Moreno, Atty.

Mr. Frank Renzino, Asst. Vice President
Talman-Home Federal Savings

Mr. David Suomi, Deputy Commissioner
Chicago Midway Airport

Mr. Leonard Wolniak
Wolniak Funeral Home

*Honorary Member

William P. Conway
President

We would like to conclude with a note of thanks and confidence for our Board of Trustees. Their continued guidance in policy matters and support of innovative programs has revitalized the City Colleges. We look forward to continue progress and achievement of our mutual academic goals.

Board of Trustees

Community College District 508

Board Position	Name
Chairman	Mr. Ronald Gidwitz
Vice Chairman	Mr. James A. Dyson
Secretary	Mr. Terry E. Newman
Member	Mr. Edward W. Czadowski
Member	Ms. Teresa Fraga
Member	Rev. Ferdinand Hargrett
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RICHARD J. DALEY COLLEGE
GOALS AND BUDGET SUMMARY
FY 1992-1993

Goals

Goal 1: Ensure that students earning certificates and degrees from the City Colleges of Chicago meet standards necessary for employment in their chosen occupation or for transfer to a senior educational institution.

Goal 2: Increase the number and proportion of students enrolled in preparatory, vocational and transfer programs who complete a course of study and achieve their educational or employment goals.

Goal 3: Assist business, industry and public agencies in increasing productivity, quality and competitiveness.

Goal 4: Document student/client achievement and improve efficiency and cost effectiveness in obtaining results.

ACCOUNTABILITY

	Budget Total
Office of the President	$ 238,891
Office of Instructional Services	11,965,342
Office of Student Services	1,501,801
Office of Business and Operational Services	1,958,581
General Institutional Accounts	9,358,980
Special Projects	665,538
Total College Budget	**$25,689,133**

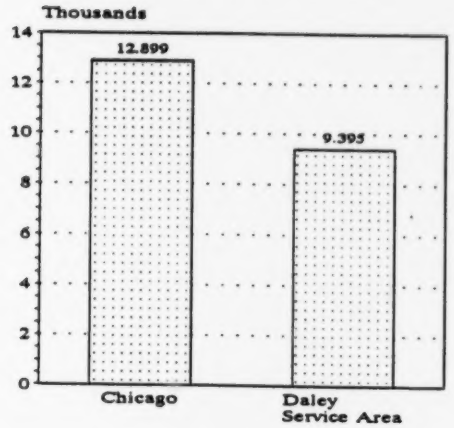
BEST COPY AVAILABLE

DALEY COLLEGE SERVICE AREA
SOCIO-ECONOMIC PROFILE VARIABLES

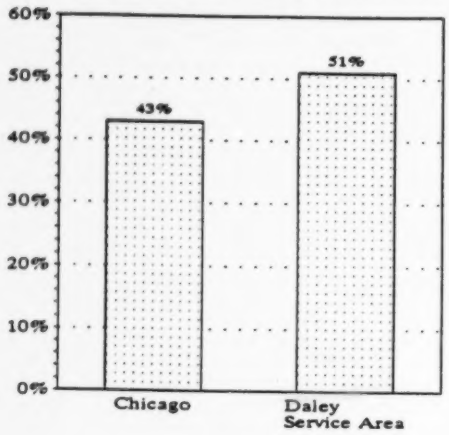
1990 CENSUS POPULATION	656,036
1990 CENSUS HOUSEHOLDS	202,854
POPULATION BY RACE	656,036
WHITE	40.61%
BLACK	39.10%
NATIVE AMERICAN	0.20%
ASIAN: CHINESE	0.37%
ASIAN: JAPANESE	0.02%
ASIAN: INDIAN	0.07%
ASIAN: KOREAN	0.03%
ASIAN: VIETNAMESE	0.01%
ASIAN: OTHER	0.36%
PACIFIC ISLANDER	0.02%
OTHER RACES	19.22%
HISPANIC - NEW CATEGORY	27.88%
HISPANIC POPULATION BY TYPE	656,036
NOT HISPANIC	72.12%
MEXICAN	24.94%
PUERTO RICAN	1.36%
CUBAN	0.07%
OTHER HISPANIC	1.51%
POPULATION BY SEX	656,036
FEMALE	51.27%
MALE	48.73%
MARITAL STATUS	486,056
SINGLE MALE	20.22%
SINGLE FEMALE	17.34%
MARRIED	41.94%
PREVIOUSLY MARRIED MALE	6.36%
PREVIOUSLY MARRIED FEMALE	14.15%
HOUSEHOLDS WITH CHILDREN 0-18	90,477
MARRIED COUPLE FAMILY	56.20%
OTHER FAMILY - MALE HEAD	7.04%
OTHER FAMILY - FEMALE HEAD	35.96%
NON FAMILY	0.81%

Daley College Service Area
Social Indicators *

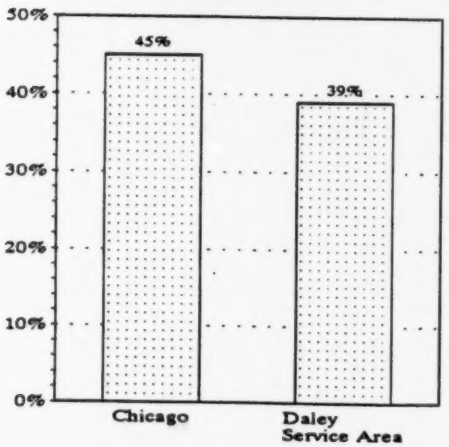
Per Capita Income



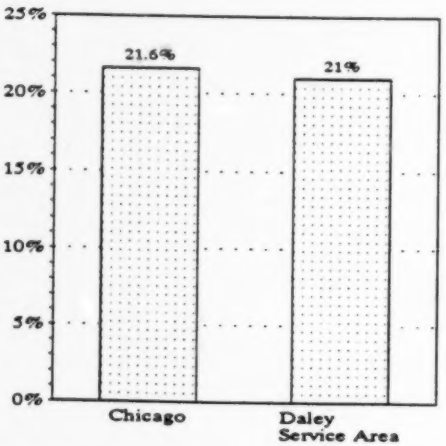
Adults 25 and older not High School graduates



High School Dropout Rate

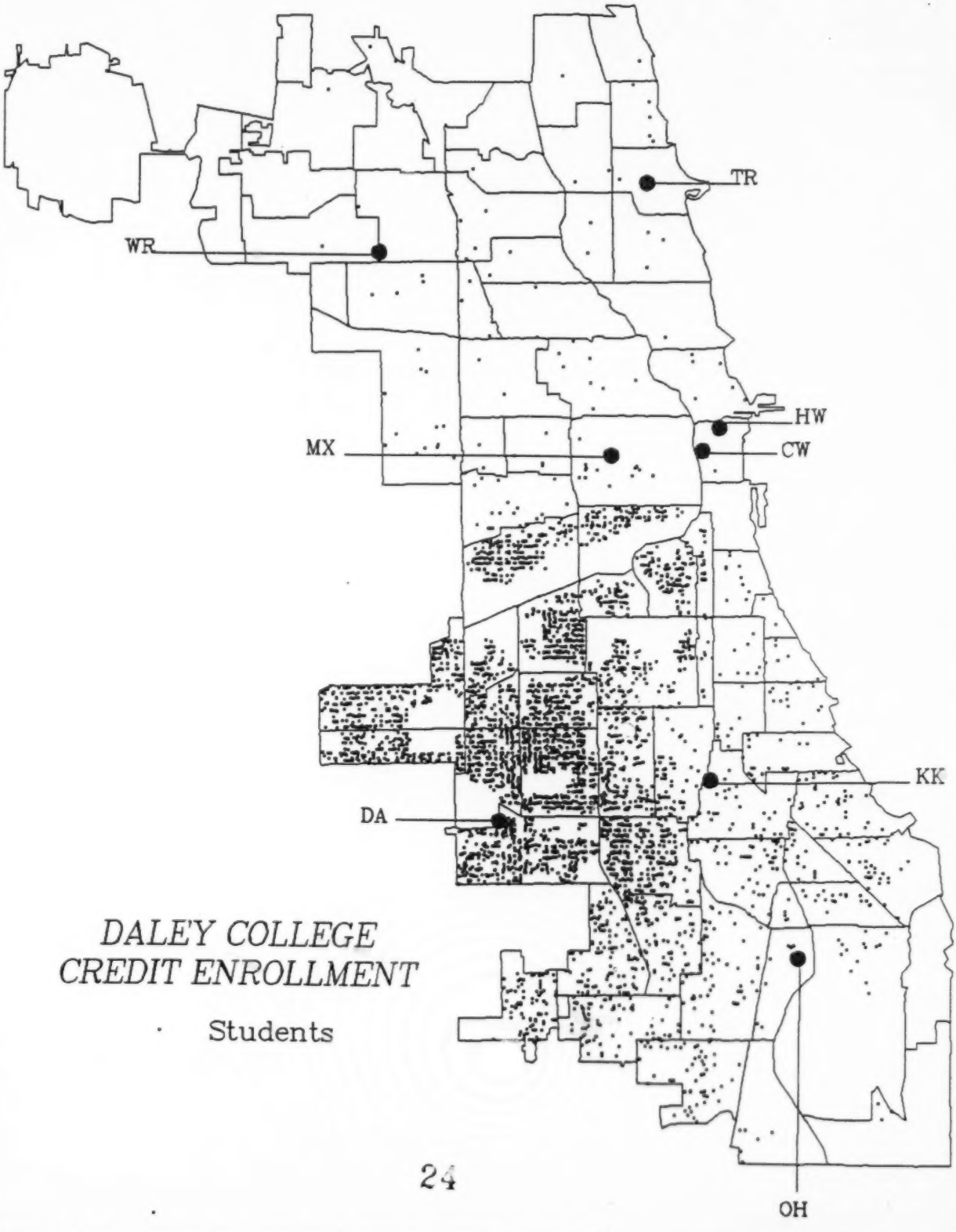


Poverty Rate



* Average means of the communities encompassed in service area (unweighted)

Sources: Income and poverty rates, Chicago Tribune and Center for Governmental Studies at Northern Illinois University (6/5/92). Dropout rates and adults without high school, United Way of Chicago, Human Capital Development, 1989.



DALEY COLLEGE
CREDIT ENROLLMENT

Students

TABLE 2. OPENING FALL 1992 ENROLLMENT AS REPORTED TO THE ILLINOIS COMMUNITY COLLEGE BOARD

	Credit Programs		Adult Cont'g Ed.		ALSP/Other*		Interim Unduplicated Total	
	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change
City-Wide	1,885	-24.1	731	-31.2	2,845	-19.0	5,411	-22.3
	597	-25.0	83	-39.9	1,355	-24.4	2,035	-25.4
Daley	5,557	-4.1	522	-18.4	2,389	9.5	8,439	-1.7
	3,346	-7.9	54	-15.6	931	8.9	4,331	-4.9
Kennedy-King	2,680	-8.6	496	-39.2	6,071	-7.5	9,166	-9.6
	1,659	-12.5	74	-44.4	4,609	-7.7	6,342	-9.7
H. Washington	6,804	-11.7	1,269	36.7	7	-12.5	7,839	-7.7
	3,751	-5.0	165	43.5	2	-50.0	3,918	-3.7
Malcolm X	2,670	19.8	565	92.2	10,274	32.1	13,409	30.5
	1,783	16.2	147	53.1	6,866	7.2	8,796	9.5
Olive-Harvey	3,698	-6.4	1,134	-28.0	3,455	23.3	8,180	-0.1
	2,355	-6.6	284	-35.7	2,641	16.8	5,280	1.1
Truman	5,078	-17.2	1,159	-24.0	8,546	-7.7	14,551	-12.1
	3,073	-18.2	184	-13.2	5,203	-6.8	8,460	-11.4
Wright	5,602	-9.5	382	-1.3	4,291	13.5	10,238	-0.7
	3,181	-6.6	107	3.9	2,082	16.9	5,370	1.5
City Colleges	33,974	-9.2	6,258	-13.4	37,878	5.6	77,233	-2.9
	19,745	-8.1	1,098	-15.7	23,689	0.1	44,532	-4.2

First line indicates Headcount; second line indicates Full-Time Equivalent

Note: This table does not include enrollments in military programs, which are not final; or Special Interest courses, which are not state reinbursed.

* Other includes Evening High School/Alternative High School and Skills programs.

TABLE 2. OPENING FALL 1992 ENROLLMENT AS REPORTED TO THE ILLINOIS COMMUNITY COLLEGE BOARD

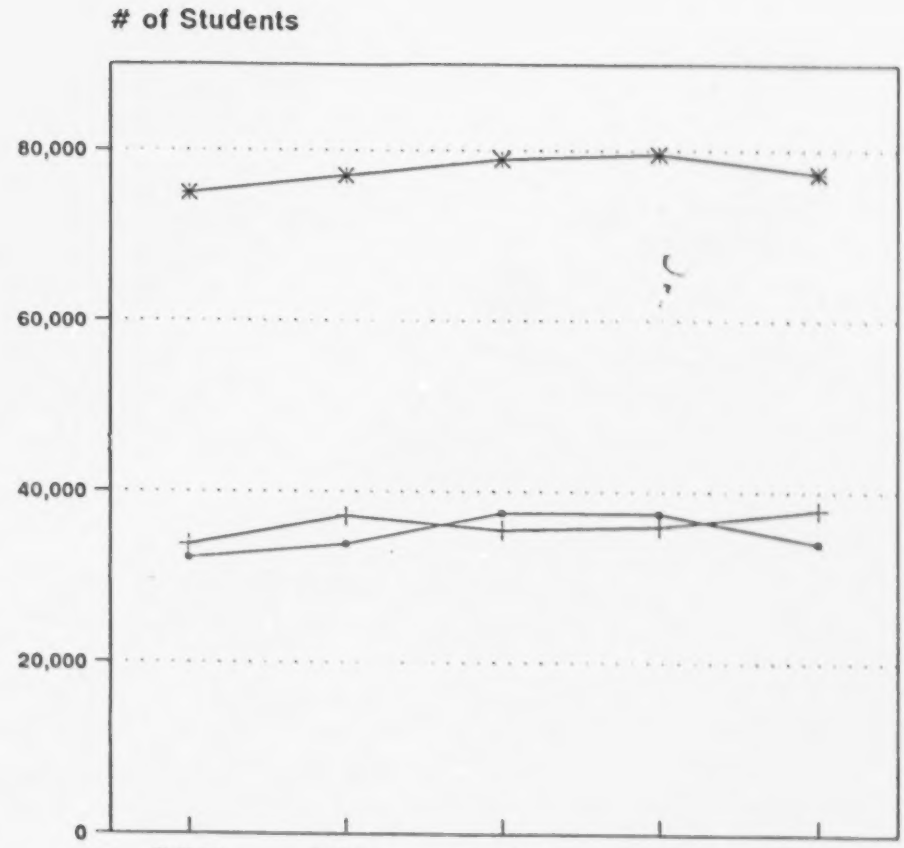
	Credit Programs		Adult Cont'g Ed.		ALSP/Other*		Interim Unduplicated Total	
	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change
City–Wide	1,885	–24.1	731	–31.2	2,845	–19.0	5,411	–22.3
	597	–25.0	83	–39.9	1,355	–24.4	2,035	–25.4
Daley	5,557	–4.1	522	–18.4	2,389	9.5	8,439	–1.7
	3,346	–7.9	54	–15.6	931	8.9	4,331	–4.9
Kennedy–King	2,680	–8.6	496	–39.2	6,071	–7.5	9,166	–9.6
	1,659	–12.5	74	–44.4	4,609	–7.7	6,342	–9.7
H. Washington	6,804	–11.7	1,269	36.7	7	–12.5	7,839	–7.7
	3,751	–5.0	165	43.5	2	–50.0	3,918	–3.7
Malcolm X	2,670	19.8	565	92.2	10,274	32.1	13,409	30.5
	1,783	16.2	147	53.1	6,866	7.2	8,796	9.5
Olive–Harvey	3,698	–6.4	1,134	–28.0	3,455	23.3	8,180	–0.1
	2,355	–6.6	284	–35.7	2,641	16.8	5,280	1.1
Truman	5,078	–17.2	1,159	–24.0	8,546	–7.7	14,551	–12.1
	3,073	–18.2	184	–13.2	5,203	–6.8	8,460	–11.4
Wright	5,602	–9.5	382	–1.3	4,291	13.5	10,238	–0.7
	3,181	–6.6	107	3.9	2,082	16.9	5,370	1.5
City Colleges	33,974	–9.2	6,258	–13.4	37,878	5.6	77,233	–2.9
	19,745	–8.1	1,098	–15.7	23,689	0.1	44,532	–4.2

First line indicates Headcount; second line indicates Full-Time Equivalent

Note: This table does not include enrollments in military programs, which are not final; or Special Interest courses, which are not state reinbursed.

* Other includes Evening High School/Alternative High School and Skills programs.

Figure 1
Five-Year Enrollment Trend
Fall 1988 to 1992



Credit	32,235	33,639	37,476	37,421	33,974
ALSP/Other	33,803	37,136	35,485	35,882	37,878
Total	74,935	77,013	78,892	79,507	77,233

Credit ALSP/Other Total

Note: Figures do not include Military programs or Special Interest courses.

TABLE 3. Enrollment in Adult Learning Skills, Evening/Alternative High School, and Vocational Skills Programs; Fall 1992

	ALSP		EHS/AHS		Vocational Skills		ALSP/Other	
	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change	Enrollment	Percent change
City-Wide	1,488	3.9	103	-87.6	1,254	0.3	2,845	-19.0
	542	-7.4	64	-85.1	749	-3.7	1,355	-24.4
Daley	2,385	9.5	2	100.0	2	-33.3	2,389	9.5
	931	8.9	0	--	0	--	931	8.9
Kennedy-King	5,638	-9.6	426	30.7	7	600.0	6,071	-7.5
	4,306	-9.7	300	31.6	3	--	4,609	-7.7
H. Washington	6	200.0	0	-100.0	1	0.0	7	-12.5
	2	100.0	0	-100.0	0	-100.0	2	-50.0
Malcolm X	9,286	21.0	985	847.1	3	50.0	10,274	32.1
	6,333	-0.1	531	742.9	2	--	6,866	7.2
Olive-Harvey	3,060	9.4	392	39100.0	3	-25.0	3,455	23.3
	2,449	8.4	192	--	0	-100.0	2,641	16.8
Truman	8,249	-8.9	1	-98.4	296	116.1	8,546	-7.7
	4,996	-7.8	0	-100.0	207	78.4	5,203	-6.8
Wright	3,913	12.8	378	21.2	0	--	4,291	13.5
	1,851	15.8	231	26.9	0	--	2,082	16.9
City Colleges	34,025	3.6	2,287	39.4	1,566	12.0	37,878	5.6
	21,410	-1.9	1,318	38.6	961	7.1	23,689	0.1

* Other includes Evening High School/Alternative High School and Vocational Skills programs.
Shaded lines indicate Headcount and non-shaded lines indicate Full-Time Equivalent.

Daley College Service Area
Socio-Econ Profile Variables

POPULATION BY AGE	656,036
UNDER 12 YEARS	21.2%
12 TO 17 YEARS	9.6%
18 TO 24 YEARS	11.9%
25 TO 34 YEARS	17.2%
35 TO 49 YEARS	17.1%
50 TO 64 YEARS	12.1%
65+ YEARS	7.9%
MEDIAN AGE	29.88
AVERAGE AGE	32.65
HOUSEHOLDS BY TYPE	202,854
SINGLE MALE	8.87%
SINGLE FEMALE	12.68%
MARRIED COUPLE	44.76%
OTHER FAMILY - MALE HEAD	6.46%
OTHER FAMILY - FEMALE HEAD	23.69%
NON FAMILY - MALE HEAD	2.22%
NON FAMILY - FEMALE HEAD	1.31%
OCCUPIED UNITS	202,854
OWNER OCCUPIED	53.21%
RENTER OCCUPIED	46.79%
1990 PERSONS PER HOUSEHOLD	3.20
1990 OWNER OCCUPIED PROPERTY VALUES	71,701
UNDER $25,000	2.48%
$25,000 TO $49,999	17.46%
$50,000 TO $74,999	41.35%
$75,000 TO $99,999	28.95%
$100,000 TO $149,999	8.46%
$150,000 TO $199,999	0.92%
$200,000 TO $299,999	0.28%
$300,000 TO $399,999	0.06%
$400,000 TO $499,999	0.02%
$500,000+	0.03%

Daley College Service Area
Socio-Econ Profile Variables

1991 ESTIMATED HOUSEHOLDS BY INCOME	215,286
$75,000 OR MORE	7.61%
$50,000 TO $74,999	15.37%
$35,000 TO $49,999	17.68%
$25,000 TO $34,999	13.65%
$15,000 TO $24,999	16.38%
$7,500 TO $14,999	14.96%
UNDER $7,500	14.35%
1991 ESTIMATED AVERAGE HH INCOME	$33,317
1991 ESTIMATED MEDIAN HH INCOME	$29,301
1991 ESTIMATED PER CAPITA INCOME	$10,492
POPULATION ENROLLED IN SCHOOL	210,567
NURSERY SCHOOL	3.53%
KINDERGARTEN & ELEMENTARY (1-8)	56.07%
HIGH SCHOOL (9-12)	26.58%
COLLEGE	13.83%
POPULATION 25+ BY EDUCATION LEVEL	394,690
ELEMENTARY (0-8)	30.29%
SOME HIGH SCHOOL (9-11)	22.09%
HIGH SCHOOL GRADUATE (12)	30.56%
SOME COLLEGE (13-15)	11.28%
COLLEGE GRADUATE (16+)	5.78%

Sources: Federal Revenue Sharing estimates, Bureau of Economic Analysis data, annual Population Survey data, Social Security data, Federal/State cooperative data, 1970-1990 Intercensal Population Estimates, and 1970-1990 U.S. Census data.